

MEXICO

Lessons for Mission Minded Kids

Lesson 4

Mexican Families at Home



Mexico

Lesson 4: Mexican Families at Home

Goals for Lesson 4:

- Children will learn about how many families live in Mexico and be able to compare and contrast their own lifestyle with that of Mexican families.
- Children will become more familiar with Matthew 5:16 and be able to apply it to their own Christianity, lived out in their own neighborhood.
- Children will develop compassion for those who have less than they have, and for those who do not know the Light of Jesus.

Verse for Mexico:

“Let your light shine before men in such a way that they may see your good works, and glorify your Father who is in heaven.” Matthew 5:16

Before Class:

- Read through lesson and decide what you will use according to your age group and time allotted.
- Prepare a space where students can advance across a room from one side to the other in a side-by-side line, as described in the Memory Verse Line Game.
- Decide how you will use the dress-up dolls. Make copies of the Mexican girl and boy doll on light brown cardstock paper for each of your students. Make copies of the clothing on plain white paper for each student. Collect markers, crayons or colored pencils for students to decorate the clothing. Collect scissors for students to cut out clothing.
- Prepare house pictures and family picture from cover as power point slides to show students, or back them with cardstock for stability.
- Prepare Memory Game as described.
- Make copies of Spanish color-by-number page for in-class or take-home activity.

Lesson Plan:

- Begin your class time with a short prayer for the people of Mexico. (5 min.)
- Using the posterboard you made, say the Mexico verse out loud together, using the charade signs you made up together. Play a line game together to review the verse. Put the poster board away and have students line up across one end of the room or hallway, side by side. The object will be to reach the other end of the space by saying each word of the verse in turn, stepping forward with each correct word. Designate an “end” mark (either the other wall, a tape line on the floor, or just reaching the point where you are standing). Starting at one end of the line, the first student will say the first word of the verse. The second student will say the second word, and so on, down the line. For each correct word, the student takes one step forward. If a word is incorrect, he stays where he is. At the end of the line, the verse will continue back to the first person, each one saying the next word, and stepping forward if correct. Keep the verse moving in order to avoid confusion. If a student stops to think about it, he stays where he is and the next student takes the next word. The verse will be repeated over and over until all students have reached the end mark. As each person reaches you or the other end of the space, he is no longer in the line to say the next word. Thus the line gets smaller as students reach the end, allowing fewer and fewer students to repeat the verse the last time around. (15-20 min.)
- Read or tell the story part of the lesson, discussing or explaining as necessary, and showing the pictures where indicated. (15-20 min.)
- Divide the children into two teams, and play the Spanish Memory Game for several minutes, as time and interest allow. (10-15 min.)
- Lay out markers and crayons and scissors on a table and pass out copies of Mexican children and their clothing. Spend some time decorating and cutting out the traditional Mexican clothing, discussing the differences and similarities the children see between their own lifestyle and that of children in Mexico. Dolls can be cut out, and small stands can be made from scraps of the cardstock, or dolls can be left as they are, and clothing can be cut out and attached to the dolls with tape. (15-20 min.)
- Use the Spanish color-by-number picture for an extra activity in class, or to send home with interested students. (5 min.)
- Close your lesson time with prayer for the children who live in Mexico. Pray that the Christians there would let their lights shine so that God might be glorified, and many Mexican people might come to know Him. (5 min.)

Lesson 4 Story: Mexican Families at Home

What would your life be like if you had been born in Mexico? Well, it would mostly depend on who your parents were, and where you lived. Do you remember that there are many different climates in Mexico? There are also many different people and ways of living. If you lived in Mexico City, your life as a Mexican would not be very different from living in one of the cities in the U.S. However, if you were born in one of the mountainous or rural desert areas, your life as a Mexican might be very different.

If your parents were part of the original native Mexican Indian culture, you probably wouldn't speak much Spanish. You would speak your Indian language at home, and would live in a very small, poor village. Your village might not have access to electricity or indoor plumbing, and the roads would probably be made of packed dirt. Your home might be very small with a thatched or tin roof and a dirt or cement floor. **(show traditional Mayan home picture)** You may or may not have a school available for you and your siblings to attend. Your parents might be farmers or craftsmen, producing food and traditional pottery or woven items for your family to sell in the market. Most likely, they would earn less than the minimum wage of \$2.40/hour (USD). For most of the year, you would probably have enough to eat, but you would probably live below the poverty level. Only a little over 7% of the population still identify as indigenous tribes.

If your parents were Mestizo (a mixture of Mexican Indian and European descent), but lived in a rural area, your village might have access to electricity and indoor plumbing. It might have a central plaza for community events, a public sewage system, paved roads, and a state-run or private school. Your home might have several rooms, surrounding a central patio where your family could eat and play together. **(show traditional Mexican house with patio)** Your mother might stay home to take care of the house and the children, while your father went away to work every day, earning \$4 or more an hour. While your village and your family might be

poor, you would have a close-knit extended family around you and have adequate food, clothing, housing and education.

Large extended families often live close together, or even in the same house, with grandparents, aunts, uncles and cousins all playing a very important role in the daily life and growing up of every child. **(show family picture from cover)** Extended families all care for one another and often share a family business, as well as holiday celebrations, religious activities and financial burdens. The *mestizos* are the largest ethnic group in Mexico, with 3/5 of the population identifying itself as part of this group. The remainder identify as European, primarily of Spanish descent. These tend to be the upper class and wealthier families. Only 19 extended families control almost half of the nation's wealth.

Mexican meals almost always contain many combinations of three basic ingredients: corn, beans and squash. Mexican families generally have a light breakfast (*desayuno* -des-aye-uno) of coffee and a pastry or fruit before they leave for work or school. Halfway through the morning, between 9 a.m. - noon, people may eat an egg or meat dish, or a dish made with fried tortillas and a spicy sauce. This meal is called *almuerza* (al-MWARE - za).

The most important meal of the day is served between two and four in the afternoon and is called *la comida* (la ko-ME-tha) and consists of three or four courses: soup; rice or pasta; meat or chicken—if affordable—accompanied by tortillas and refried beans; and dessert. Dinner or *la cena* (pronounced "seh-na"), may consist of just a hot drink and some bread, and is served between seven and nine at night. Mexicans frequently eat outdoors as weather permits.

For many years, the practice of the Spanish "siesta" was practiced by everyone in Mexico. However, with the coming of northern companies, the siesta is vanishing in communities whose labor force follows the United States standard working shifts. The siesta is a resting time through the

hottest part of the day. It usually begins around 2:00 in the afternoon with the large meal of the day, followed by a time to relax or nap. Around 5:00 PM, everyone would go back to work or school for a few hours in the evening.



A traditional Yucatecan Maya house, Cozumel, Mexico



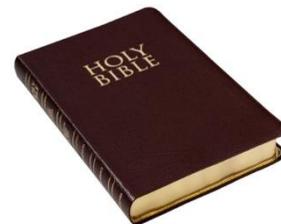
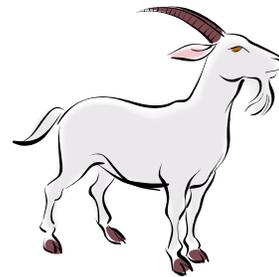
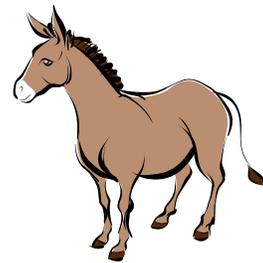
A traditional Mexican house built around a central open courtyard.

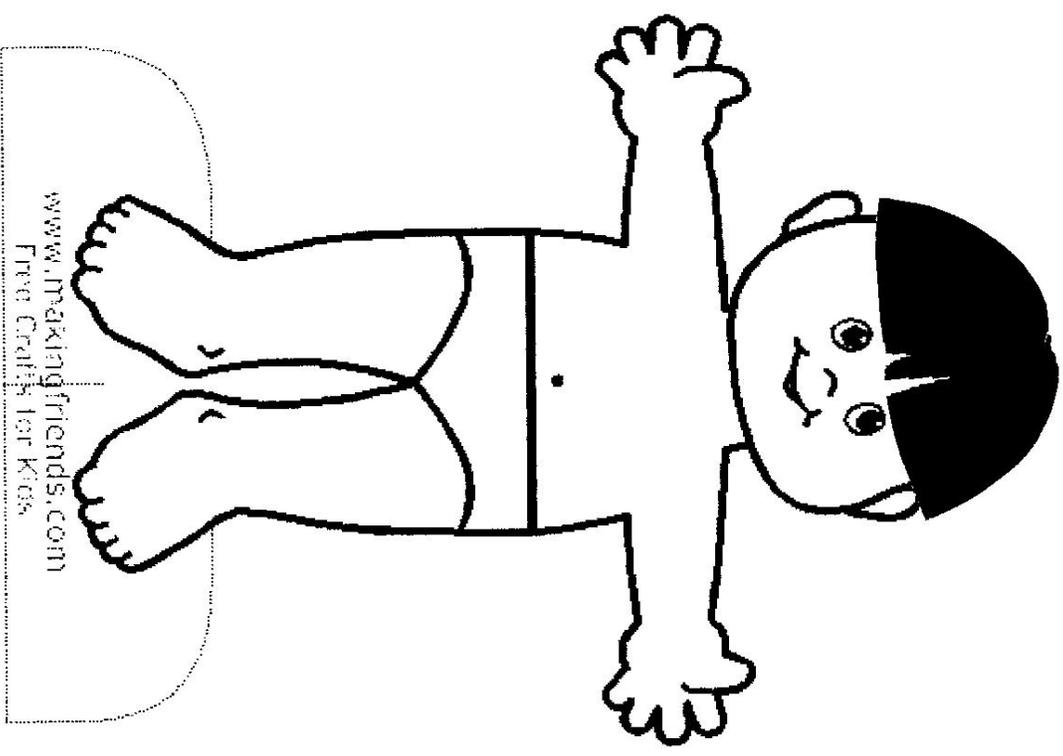
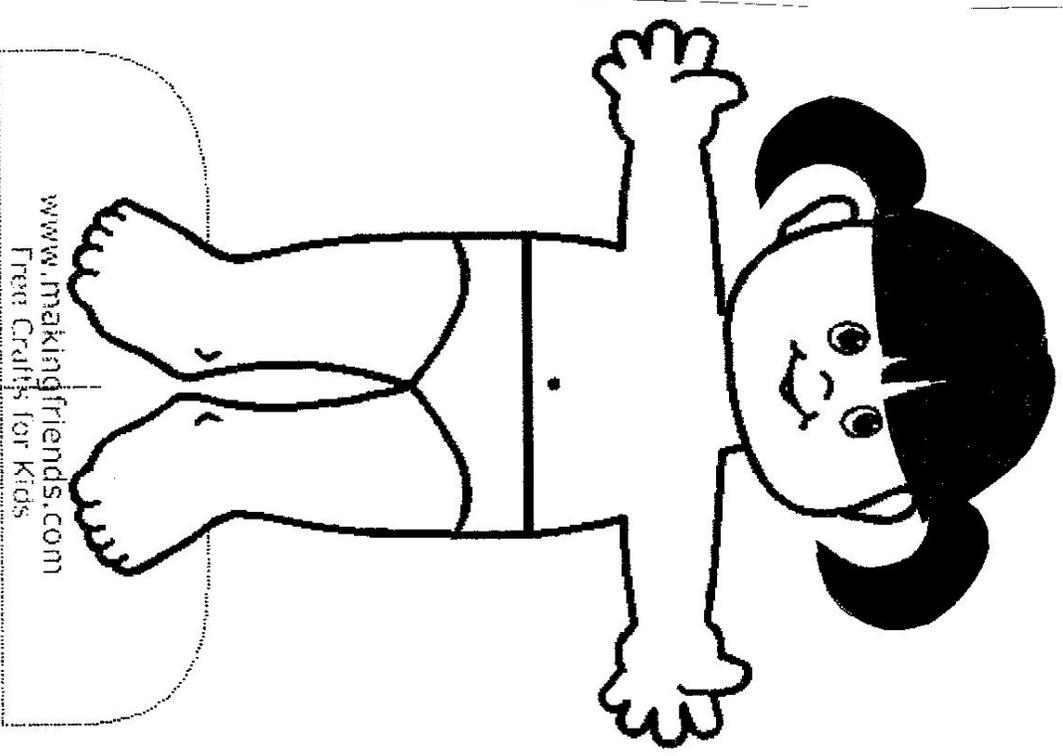
Spanish Memory Game

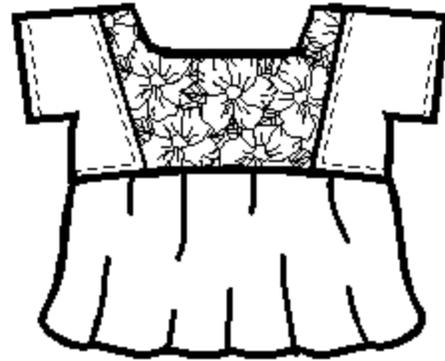
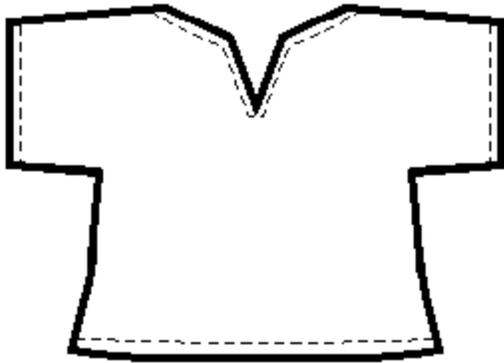
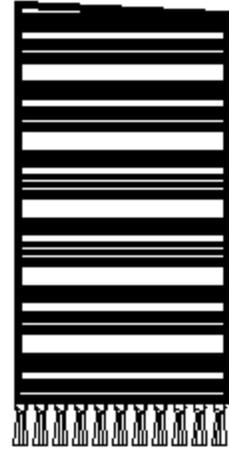
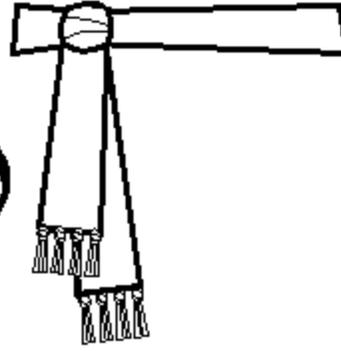
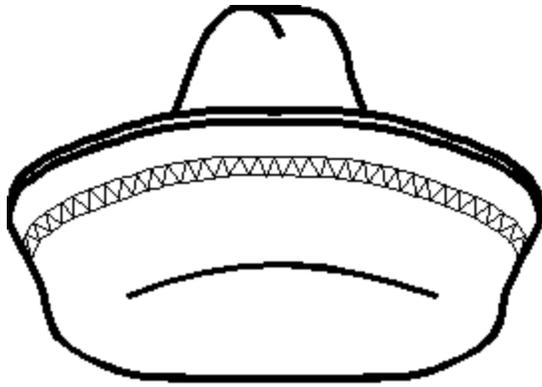
- **Preparation:** Print out the Spanish Word and Picture Cards on sturdy cardstock and cover them with clear contact paper if desired to increase their durability. Cut out each card and keep them together in an envelope.
- **To Play:** Mix up cards and attach each with a small loop of tape onto a blackboard or dry erase board with the picture or word showing. Divide children into two teams. Have children take turns coming to the board and choosing a word to go with a picture. Using the list below, help the whole class pronounce the word that was chosen. Tell them the correct English meaning. If the correct picture was chosen, place the word and picture beside each other on one side of the board as a pair, and that team gets a point. If the wrong picture was chosen, put both cards back into the mix, and a child from the other team comes to choose a word and picture. Continue play as time and interest permit. Keep the cards and play again during extra time for other lessons.

Spanish Word	Pronunciation	English Word
1. Casa	KAH-sah	House
2. Iglesia	ee-GLAY-see-ah	Church
3. Hija	EE-hah	Daughter
4. Puerta	PWARE-tah	Door
5. Christo	KREES-toe	Christ
6. Bebe'	bay-BAY	Baby
7. Madre	MAH-dray	Mother
8. Cama	CAH-ma	Bed
9. Burro	BOO-row	Donkey
10. Padre	PAH-dray	Father
11. Mesa	MAY-sah	Table
12. Cabra	CAH-brah	Goat
13. Hijo	EE-hoe	Son
14. Silla	SEE-ya	Chair
15. Biblia	BEEB-lee-ah	Bible

CASA	IGLESIA	HIJA
PUERTA	CHRISTO	BEBE'
MADRE	CAMA	BURRO
PADRE	MESA	CABRA
HIJO	SILLA	BIBLIA









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azul = 1
 amarillo = 2
 negro = 3
 marrón = 4

rosa = 5
 anaranjado = 6
 rojo = 7

verde claro = 8
 verde oscuro = 9
 azul cielo = 10